

## MCCARTHY/TESZLER LEARNING CENTER

175 Burdette Street  
Spartanburg, South

<b>Grades</b>	PK-12 Elementary School	
<b>Enrollment</b>	228 Students	
<b>Principal</b>	Cheryl Revels	864-596-8491
<b>Superintendent</b>	Dr. Russell W. Booker	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>At-Risk</b>
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

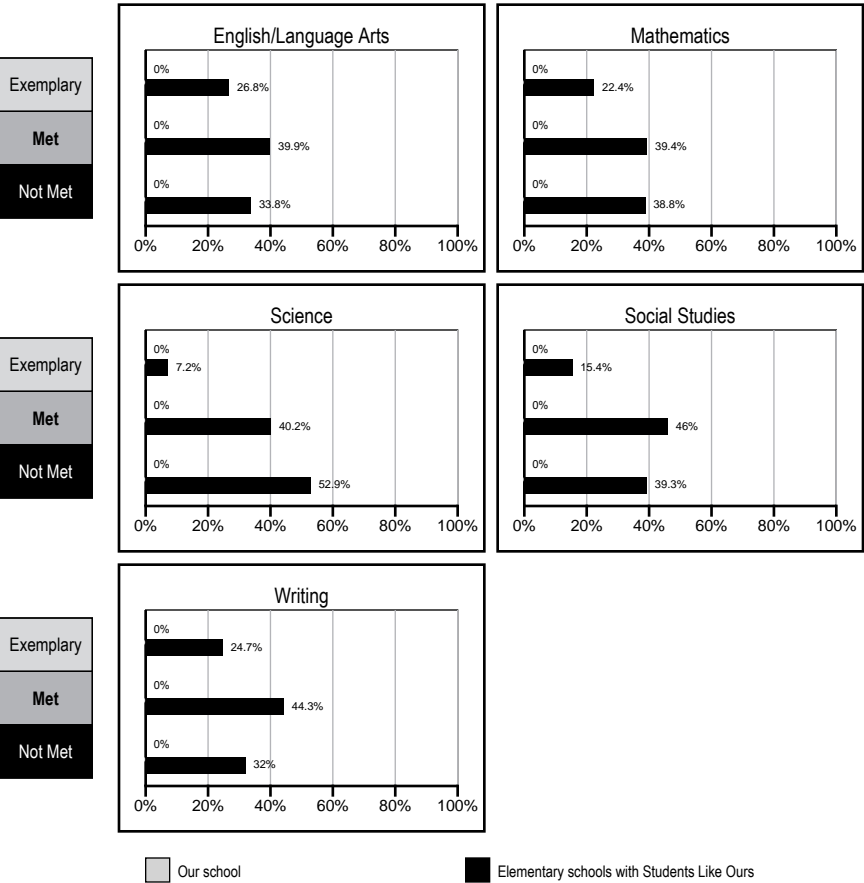
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	52	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=228)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	14.0%	Up from 11.6%	1.5%	1.1%
Attendance rate	92.8%	Up from 90.9%	96.1%	96.2%
Served by gifted and talented program	0.0%	No Change	5.4%	13.4%
With disabilities other than speech	78.0%	Down from 92.1%	4.3%	4.1%
Older than usual for grade	9.4%	Down from 13.2%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	60.8%	Up from 56.9%	61.7%	62.5%
Continuing contract teachers	68.6%	Down from 72.5%	82.4%	88.2%
Teachers returning from previous year	90.8%	Up from 88.5%	84.7%	87.8%
Teacher attendance rate	93.3%	N/R	95.2%	95.2%
Average teacher salary*	\$47,793	Down 2.4%	\$45,139	\$46,773
Professional development days/teacher	7.9 days	Down from 10.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 23.0	4.0	4.0
Student-teacher ratio in core subjects	5.7 to 1	Down from 7.6 to 1	17.6 to 1	19.9 to 1
Prime instructional time	85.6%	N/R	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from At-Risk	Excellent	Excellent
Dollars spent per pupil**	\$44,115	Down 0.3%	\$8,435	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 70.0%	67.8%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Up from 49.7%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The McCarthy Teszler family has experienced a year of memorable firsts. For the first time in this school's history, we participated in the district wide AdvancED accreditation process. A nine member faculty leadership team has been formed to oversee implementation of the plan to address achievement, school climate and quality. Our first Student Council representatives were also elected.

A major task that is currently ongoing is curriculum development in the four core academic areas of language arts, math, science, and social studies. We will soon develop a curriculum for social skills and self help skills. Teachers will use this document to guide instruction and practice.

Parent and community involvement continues to be a priority, and we provided numerous training sessions and tours to groups such as Leadership Spartanburg, Leadership South Carolina, Spartanburg County School District Leaders, and legislators . We were the host sight for the annual DDSN Legislative Luncheon which resulted in an invitation to address the state Ways and Mean Subcommittee regarding proposed budgetary cuts affecting individuals with special needs. McCarthy Teszler also champions the causes of Relay for Life, United Way, Multiple Sclerosis Society, and the Josey Bearden Breast Cancer Center.

Our chorus performed at off campus venues, and two of our students participated in Spartanburg Sings sponsored by the Spartanburg Rotary Club. We have the current South Carolina Special Olympics Coach of the Year and also added another National Board Certified Teacher. Other teachers received grants, and another will present at conferences on the topic of adaptive physical education. We celebrated the Grand Opening of Phase I of our Outdoor Natural Learning, Play, and Sensory Area. Phase II is currently under construction and will serve the Vocational students. We continue to "Soar to New Heights" at McCarthy Teszler and anticipate future successes for our students and our school.

Cheryl Revels, Principal  
Mary Kendrick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	92.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	91	97.8	39.5	43.2	17.3	35.8	77.9	82.4	No	Yes
<b>Gender</b>										
Male	74	100	41.2	38.2	20.6	36.8	73.7	78.7	N/A	N/A
Female	17	88.2	N/AV	N/AV	N/AV	30.8	82.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	96.6	42.9	38.8	18.4	34.7	88.3	88.9	No	Yes
African American	27	100	40.7	40.7	18.5	37	70.2	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.1	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	38	44.3	17.7	36.7	37.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	63	100	43.3	40	16.7	35	71	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	91	97.8	64.2	28.4	7.4	29.6	75.6	81.9	No	Yes
<b>Gender</b>										
Male	74	100	60.3	30.9	8.8	27.9	73	79.9	N/A	N/A
Female	17	88.2	N/AV	N/AV	N/AV	38.5	78.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	96.6	71.4	20.4	8.2	24.5	87.5	88.9	No	Yes
African American	27	100	55.6	37	7.4	33.3	66.9	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.2	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	63.3	29.1	7.6	30.4	30.9	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	63	100	66.7	26.7	6.7	31.7	67.6	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	62	100	52.6	29.8	17.5	47.4	64.1	68.6
Gender								
Male	51	100	50	31.3	18.8	50	63.4	68.3
Female	11	100	I/S	I/S	I/S	I/S	64.8	68.9
Racial/Ethnic Group								
White	40	100	45.7	31.4	22.9	54.3	83.8	80.7
African American	19	100	63.2	26.3	10.5	36.8	50.5	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	79	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	61	100	51.8	30.4	17.9	48.2	27.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.4	60.7
Socio-Economic Status								
Subsidized meals	42	100	61	22	17.1	39	53	57.3

Social Studies

All Students	59	96.6	70.6	25.5	3.9	29.4	69.7	72.5
Gender								
Male	47	97.9	65	30	5	35	67.7	72
Female	12	91.7	N/AV	N/AV	N/AV	9.1	72	73.1
Racial/Ethnic Group								
White	35	94.3	74.1	22.2	3.7	25.9	85.7	81
African American	21	100	61.9	33.3	4.8	38.1	58.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.8	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	56	98.2	69.4	26.5	4.1	30.6	34	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.8	69.7
Socio-Economic Status								
Subsidized meals	43	97.7	75	20	5	25	60.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	36	30.6	I/S	I/S	I/S	I/S	69	73.2	92.5	95.7
Gender										
Male	32	28.1	I/S	I/S	I/S	I/S	63.3	67.2	92.3	95.5
Female	4	I/S	I/S	I/S	I/S	I/S	75.1	79.4	93.2	95.8
Racial/Ethnic Group										
White	25	40	I/S	I/S	I/S	I/S	83.4	81.5	92.4	95.6
African American	10	I/S	I/S	I/S	I/S	I/S	57.7	61.3	92.8	95.6
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.3	87	96.7	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	66.7	91.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	84.2	94.4
Disability Status										
Disabled	35	31.4	I/S	I/S	I/S	I/S	14	26	92.1	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	80.3	65.7	93.5	97
Socio-Economic Status										
Subsidized meals	24	33.3	I/S	I/S	I/S	I/S	57.5	63.2	91.7	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	16	93.8	58.3	33.3	8.3	41.7
	4	19	100	50	27.8	22.2	50
	5	11	90.9	I/S	I/S	I/S	I/S
	6	13	100	I/S	I/S	I/S	I/S
	7	19	100	47.1	29.4	23.5	52.9
	8	21	100	56.3	6.3	37.5	43.8
2011	3	16	93.8	N/AV	N/AV	N/AV	60
	4	17	100	N/AV	N/AV	N/AV	50
	5	17	100	35.3	47.1	17.6	64.7
	6	10	I/S	I/S	I/S	I/S	I/S
	7	12	100	I/S	I/S	I/S	I/S
	8	19	100	27.8	22.2	50	72.2
Mathematics							
2010	3	16	93.8	75	16.7	8.3	25
	4	19	100	50	38.9	11.1	50
	5	11	90.9	I/S	I/S	I/S	I/S
	6	13	100	I/S	I/S	I/S	I/S
	7	19	100	70.6	17.6	11.8	29.4
	8	20	100	68.8	12.5	18.8	31.3
2011	3	16	93.8	N/AV	N/AV	N/AV	40
	4	17	100	N/AV	N/AV	N/AV	31.3
	5	17	100	52.9	35.3	11.8	47.1
	6	10	I/S	I/S	I/S	I/S	I/S
	7	12	100	I/S	I/S	I/S	I/S
	8	19	100	72.2	11.1	16.7	27.8
Science							
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	52.9	29.4	17.6	47.1
	5	6	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	19	94.7	56.3	25	18.8	43.8
	8	11	81.8	I/S	I/S	I/S	I/S
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	17	100	56.3	37.5	6.3	43.8
	5	12	100	33.3	25	41.7	66.7
	6	5	I/S	I/S	I/S	I/S	I/S
	7	12	100	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	19	94.7	N/A	N/A	N/A	23.5
	5	4	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	18	100	68.8	25	6.3	31.3
	8	9	I/S	I/S	I/S	I/S	I/S
2011	3	9	I/S	I/S	I/S	I/S	I/S
	4	17	94.1	N/AV	N/AV	N/AV	26.7
	5	6	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	11	100	N/AV	N/AV	N/AV	45.5
Writing							
2010	3	15	26.7	I/S	I/S	I/S	I/S
	4	18	11.1	I/S	I/S	I/S	I/S
	5	12	50	I/S	I/S	I/S	I/S
	6	14	42.9	I/S	I/S	I/S	I/S
	7	19	47.4	I/S	I/S	I/S	I/S
	8	21	42.9	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	11.8	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	19	47.4	I/S	I/S	I/S	I/S

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